



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3101 Desert Sky Boulevard, Bullhead City, AZ 86442

Bullhead City Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Melinda Sobraske
Schedule : 08:00 AM to 05:00 PM
Grades : 6-8
Web Address : www.bullheadschoools.com
Phone Number : (928) 704-2500
Fax Number : (928) 704-2504
E-mail : msobraske@bullheadschoools.com

Mission

Fox Creek Junior High School aims to create a student-centered community where every student has the opportunity to develop academic excellence, positive citizenship and personal responsibility that promotes real world success. To accomplish the mission Fox Creek Junior High has two teacher teams at each of the three grade levels. In addition there is an exploratory team, special services team and a Title I team.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

ü 70.86% of the 8th Grade Student Scores on Galileo March test will be above 1244
72.57% of the 7th Grade Student Scores on Galileo March test will be above 1160
66.52% of the 6th Grade Student Scores on Galileo March test will be above 1068

ü 52% of the 6th Grade Student Scores will Meets/Exceeds on the AIMS writing.
91.43% of the 7th Grade Students will Meets/Exceeds on the AIMS Writing
91.43% of the 8th Grade Students will Meets/Exceeds on the AIMS Writing

ü 67.47% of the 6th Grade Student Scores on March Galileo test will be above 1012
64.86% of the 7th Grade Student Scores on March Galileo test will be above 1164
74.29% of the 8th March Grade test Student Scores on Galileo will be above 1284

ü Parent participation at school sponsored activities and involvement in their child's education will increase by 10%

Average Daily Attendance will be 94% or above.

Enrollment

October 1, 2005 School Year Student Enrollment : 620
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 12

Instructional Programs

- ü Core curriculum is taught by a team.
- ü Technology is required learning.
- ü Fine Arts is required learning.
- ü Physical Education is required learning.
- ü Music/Band is required learning.
- ü Special Education is by inclusion.
- ü ELL programs are on campus.

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It is the responsibility of FCJHS to provide the best possible curriculum with the highest academic standards. The social and emotional growth of adolescents is also considered important. Maintaining a safe environment is another high priority.

Parents

Fox Creek Junior High requires regular attendance for promotion. Parent responsibility begins with getting children to school on time and ready to actively participate in classes. Parents are asked to provide a quiet place for home work. Parents are asked to attend parent conferences to help teachers understand the child's needs.

Transportation Policy

All students enrolled at Fox Creek Junior High are offered daily transportation to and from school by district buses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Community Art Award at BHC City Hall	2000
ü DES Award--Foster Care Project	2000
ü SADD State Award	2003
ü Teacher of the Year - Walmart	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	203	411	79327	96	92	98	508	502	518	16	22	19	26	26	20	53	46	46	6	7	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	204	38961	97	94	98	512	507	520	11	16	16	24	26	20	58	49	48	8	9	16
Male	97	207	40295	95	91	97	504	497	516	21	28	21	28	26	19	47	43	44	4	4	16
African American	NC	10	4247	NC	91	98	NC	NA	499	NC	NA	27	NC	NA	24	NC	NA	41	NC	NA	8
Hispanic	41	151	32327	91	89	98	501	492	499	20	30	27	34	30	25	41	35	41	5	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	148	237	36373	97	94	98	510	508	538	14	17	10	25	24	14	55	52	52	6	7	25
Students with Disabilities	14	23	9321	74	43	87	468	460	467	57	57	54	29	22	22	14	22	21	NA	NA	3
Students without Disabilities	189	388	70006	98	99	100	511	504	524	13	20	14	25	26	19	56	47	49	6	7	18
Limited English Proficient Students	NC	35	9431	NC	80	95	NC	451	466	NC	77	53	NC	11	27	NC	11	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	112	276	37097	94	90	97	500	496	498	18	25	27	32	29	25	46	39	41	4	7	7
Non-Economically Disadvantaged	91	135	42230	99	97	99	519	514	535	13	15	11	18	19	15	62	59	50	8	7	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	208	414	79501	99	93	98	497	489	497	7	11	10	26	30	25	64	57	60	3	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	205	39062	98	94	99	506	498	502	7	8	8	17	24	23	70	65	64	6	3	5
Male	101	209	40368	99	92	98	487	480	491	6	14	13	36	36	27	58	49	57	NA	1	3
African American	NC	10	4279	NC	91	99	NC	NA	485	NC	NA	14	NC	NA	30	NC	NA	54	NC	NA	2
Hispanic	44	154	32389	98	91	98	482	474	478	14	19	16	39	38	34	48	43	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	150	237	36446	99	94	99	502	498	516	5	6	4	23	25	15	69	65	73	3	3	7
Students with Disabilities	19	26	9411	100	48	88	457	456	453	37	35	36	47	38	36	16	27	26	NA	NA	1
Students without Disabilities	189	388	70090	98	99	100	501	491	502	4	10	7	24	30	24	69	59	65	3	2	5
Limited English Proficient Students	NC	35	9401	NC	80	94	NC	430	443	NC	66	40	NC	26	46	NC	9	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	115	277	37183	97	91	97	489	483	479	9	13	16	30	33	34	59	52	49	3	2	1
Non-Economically Disadvantaged	93	137	42318	100	99	99	508	501	513	4	7	5	22	24	17	71	66	70	3	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	200	429	80000	95	96	99	567	548	564	2	5	3	10	14	11	82	76	75	7	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	211	39288	96	97	99	581	572	579	1	1	2	5	7	6	86	84	77	9	8	16
Male	95	218	40644	93	96	98	553	525	549	3	8	4	15	22	15	78	67	74	4	2	7
African American	NC	11	4307	NC	100	99	NC	562	551	NC	NA	4	NC	18	13	NC	82	75	NC	NA	7
Hispanic	42	165	32672	93	98	99	556	531	548	5	8	4	19	21	14	74	69	76	2	2	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	145	241	36602	95	96	99	570	558	579	1	3	2	7	10	7	84	80	75	8	6	16
Students with Disabilities	NC	38	9919	NC	70	93	NC	471	505	NC	18	9	NC	50	35	NC	32	54	NC	NA	2
Students without Disabilities	191	391	70081	99	100	100	571	555	571	1	4	2	8	11	7	84	80	79	7	5	12
Limited English Proficient Students	NC	43	9571	NC	98	96	NC	469	502	NC	19	10	NC	40	29	NC	42	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	111	293	37534	93	96	98	559	541	547	1	5	4	12	17	15	86	76	76	1	2	5
Non-Economically Disadvantaged	89	136	42466	97	98	100	578	564	578	3	5	2	7	9	7	76	76	75	13	10	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	193	418	78546	96	97	97	540	530	543	11	17	15	20	23	18	60	52	52	10	8	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	204	38645	97	99	98	544	534	545	9	15	13	21	24	18	56	51	54	14	11	15
Male	98	214	39792	94	96	97	536	527	542	12	19	17	18	23	17	63	52	50	6	6	15
African American	NC	10	4205	NC	100	97	NC	NA	524	NC	NA	22	NC	NA	22	NC	NA	49	NC	NA	7
Hispanic	40	173	31177	95	97	97	523	518	524	15	24	22	28	26	23	58	46	48	NA	3	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	137	223	36450	96	98	97	544	539	563	10	12	7	18	22	12	58	53	57	14	13	23
Students with Disabilities	13	36	8093	62	80	82	496	481	489	46	50	50	31	25	24	15	22	23	8	3	2
Students without Disabilities	180	382	70453	99	99	100	543	534	549	8	14	11	19	23	17	63	54	56	10	9	16
Limited English Proficient Students	10	45	9323	91	96	94	NA	485	491	NA	44	47	NA	40	28	NA	16	24	NA	NA	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	113	270	34694	97	98	96	536	527	524	13	20	23	24	24	23	54	49	48	9	8	7
Non-Economically Disadvantaged	80	148	43852	94	96	99	545	536	559	8	12	10	14	22	13	68	57	56	11	9	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	198	414	79045	98	97	98	510	504	512	10	10	10	25	29	25	63	58	58	3	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	199	38860	97	96	98	522	514	519	6	5	7	19	25	22	68	64	62	6	6	8
Male	103	215	40075	99	97	97	499	495	505	13	15	12	30	32	28	57	52	54	NA	1	6
African American	NC	10	4250	NC	100	98	NC	NA	500	NC	NA	12	NC	NA	31	NC	NA	54	NC	NA	3
Hispanic	41	166	31314	98	93	98	494	494	493	15	15	16	24	30	34	61	52	48	NA	3	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	141	226	36730	99	99	98	513	511	532	9	7	4	26	28	16	62	61	68	4	4	12
Students with Disabilities	18	32	8552	86	71	87	459	467	463	33	25	35	56	44	40	11	31	23	NA	NA	1
Students without Disabilities	180	382	70493	99	99	100	515	507	517	7	9	7	22	27	24	68	60	62	3	4	8
Limited English Proficient Students	10	40	9355	91	85	95	NA	455	456	NA	43	37	NA	43	48	NA	15	15	NA	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	115	263	34922	98	96	96	505	501	493	10	10	15	30	34	34	58	53	48	2	3	3
Non-Economically Disadvantaged	83	151	44123	98	98	99	516	511	527	8	11	6	18	19	18	69	66	66	5	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	202	426	79657	100	99	99	556	552	566	3	4	3	7	10	8	90	85	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	207	39120	100	100	99	581	573	580	NA	0	2	1	6	4	99	93	92	NA	NA	2
Male	104	219	40423	100	99	98	533	531	553	7	8	5	13	14	12	81	78	83	NA	NA	1
African American	NC	10	4290	NC	100	99	NC	NA	560	NC	NA	4	NC	NA	9	NC	NA	86	NC	NA	1
Hispanic	42	175	31642	100	98	99	545	545	552	2	5	5	10	13	11	88	82	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	143	228	36929	100	100	99	559	557	579	3	4	2	7	9	5	90	87	91	NA	NA	2
Students with Disabilities	21	43	9069	100	96	92	496	490	508	19	19	11	19	28	30	62	53	58	NA	NA	1
Students without Disabilities	181	383	70588	100	100	100	563	558	573	2	3	2	6	8	5	93	89	91	NA	NA	1
Limited English Proficient Students	11	46	9521	100	98	96	497	496	507	NA	13	13	36	26	24	64	61	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	117	273	35341	100	99	97	552	547	551	3	5	5	10	13	12	86	82	83	NA	NA	0
Non-Economically Disadvantaged	85	153	44316	100	99	100	562	560	578	4	4	2	2	5	5	94	92	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	186	394	78400	89	94	97	559	539	554	14	30	21	21	20	19	55	44	47	10	6	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	185	38686	92	95	98	558	535	554	19	34	20	16	19	20	54	42	49	11	5	12
Male	106	209	39636	88	93	96	561	543	554	10	26	23	25	21	18	56	47	46	9	6	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	44	163	30732	92	98	97	542	517	534	25	48	31	27	19	24	41	29	40	7	3	5
Asian/Pacific Islander	NC	10	1827	NC	100	99	NC	NA	594	NC	NA	8	NC	NA	12	NC	NA	49	NC	NA	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	132	210	37038	89	92	97	566	554	575	10	16	11	18	21	14	61	55	56	11	8	19
Students with Disabilities	NC	34	7840	NC	61	81	NC	479	498	NC	79	60	NC	12	18	NC	9	20	NC	NA	2
Students without Disabilities	182	360	70560	99	99	99	561	544	560	13	25	17	20	21	19	56	48	50	10	6	14
Limited English Proficient Students	NC	41	8956	NC	95	95	NC	481	502	NC	83	56	NC	12	25	NC	5	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	93	243	33014	88	94	95	549	529	534	17	36	31	22	19	24	56	42	40	5	3	5
Non-Economically Disadvantaged	93	151	45386	91	94	99	570	555	569	11	20	15	20	21	15	54	48	52	15	11	18

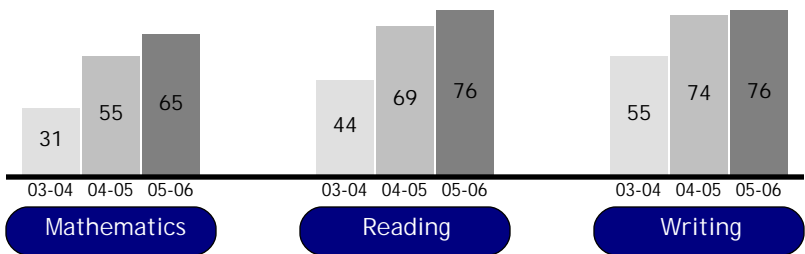
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	185	372	79179	89	89	98	535	521	519	3	7	11	21	27	27	69	62	58	7	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	176	38974	93	91	99	538	522	524	4	8	8	19	24	25	68	63	61	10	5	5
Male	104	196	40124	86	88	97	534	521	513	3	6	13	22	29	28	70	61	54	5	4	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	44	150	30987	92	90	98	512	498	498	9	13	17	36	41	36	52	45	45	2	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	132	203	37467	89	89	98	542	535	539	2	2	5	16	18	17	75	73	70	8	6	8
Students with Disabilities	NC	12	8567	NC	21	88	NC	485	467	NC	25	39	NC	17	38	NC	58	22	NC	NA	1
Students without Disabilities	182	360	70612	99	99	99	536	522	524	3	6	7	21	27	25	69	62	62	7	5	5
Limited English Proficient Students	NC	29	9013	NC	67	95	NC	454	461	NC	41	40	NC	52	48	NC	7	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	91	221	33345	86	86	96	527	514	499	4	10	17	25	29	36	65	59	46	5	3	1
Non-Economically Disadvantaged	94	151	45834	92	94	99	544	531	533	2	3	7	16	25	19	73	66	67	9	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	204	412	79734	98	99	99	546	541	554	2	4	3	22	23	19	76	73	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	192	39243	100	99	99	556	553	568	2	3	2	15	17	12	83	81	85	NA	NA	1
Male	117	220	40413	97	98	98	539	531	541	3	5	4	26	29	26	71	66	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	49	168	31254	100	100	99	529	528	539	4	6	5	33	30	25	63	64	70	NA	NA	0
Asian/Pacific Islander	NC	10	1837	NC	100	99	NC	NA	579	NC	NA	1	NC	NA	9	NC	NA	87	NC	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	144	222	37668	97	97	99	551	550	569	2	2	1	18	19	13	80	79	85	NA	NA	1
Students with Disabilities	20	50	8943	83	89	92	475	477	495	10	12	11	70	60	51	20	28	38	NA	NA	1
Students without Disabilities	184	362	70791	100	100	100	554	550	561	2	3	2	16	18	15	82	79	83	NA	NA	0
Limited English Proficient Students	NC	43	9138	NC	100	97	NC	465	492	NC	19	13	NC	53	46	NC	28	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	103	253	33718	97	98	97	540	534	538	3	6	5	25	26	26	72	68	69	NA	NA	0
Non-Economically Disadvantaged	101	159	46016	99	99	100	552	552	567	2	1	2	18	19	14	80	80	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	57	NA	56	97	51	49	51	99	58	52	56
	Language	99	45	41	48	97	44	43	47	94	54	44	50
	Mathematics	99	70	59	66	97	51	50	52	97	58	50	58
7	Reading	99	52	NA	54	100	49	45	50	99	52	48	54
	Language	100	54	48	58	100	51	47	52	100	58	54	58
	Mathematics	100	51	51	62	100	49	45	50	96	50	44	54
8	Reading	99	55	NA	55	99	52	48	51	90	67	58	58
	Language	99	49	41	52	99	52	47	50	99	59	54	56
	Mathematics	99	59	55	61	99	49	49	53	91	63	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Attendance
- Ü Parent/Educator Relations
- Ü Student Dress Code
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Bus Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	1.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	2	1	0	0
7 to 9 years	1	2	0	0
10 or more years	4	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	121
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	21%

Resources Available at School Site

Special Facilities

- Ü Technology Lab Containing 29 Computers
- Ü Media Center
- Ü Stage

Extracurricular Activities

- Ü SADD Club
- Ü Builder's Club
- Ü Student Council
- Ü Intramural Sports: FB, VB, Soccer, BaskB
- Ü Interscholastic Sports: Track, BaskB,
- Ü interscholastic Sports: BasB, SofB
- Ü Chess Club
- Ü Guitar Club

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Clothing Assistance

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Ü Trophies for SADD club state award, Spelling Bee Champion, sports participations and parade entries.

Ü Recognition for community service projects.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Fox Creek Junior High accepts responsibility for monitoring student behaviors throughout the day. A school resource officer, funded by the BHC PD and grant monies, is on campus four days a week to meet with students and administrators regarding incidents.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Melinda Sobraske	(928) 704-2500
Transportation Policy	Vicki Guy	(928) 763-5616
Community Resources	George Huggins	(928) 758-3961
School Nutrition Programs	Janet Gutowski	(928) 758-6606
Parent Organization	Virginia Castaneda	(928) 704-2500
Student Health/Nurse	Karen Baudouine	(928) 704-2500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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